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others, and particularly that he needs the direction and organizing ability of the skilled supervisor in order to make play of the greatest value and satisfaction to him. The various chapters deal very fully, and with all practical detail, with the construction of playgrounds, their equipment, the characteristics and training of play directors, programs and curricula of playgrounds, and related matters. In each case sufficient detail is given to make the book usable as a manual of procedure. As an example of the care with which details are worked out, we may take the account of the sandbin, which occupies over eight pages. The author's very wide and intimate experience in the organization and conduct of playgrounds is reflected in the care he gives to these chapters.

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*General Chemistry for Colleges.* By ALEXANDER SMITH, Professor and Head of the Department of Chemistry, Columbia University. New York: Century Co., 1916. 2d ed. Pp. x+662. \$2.25.

This book is the rewritten second edition of Alexander Smith's well-known *General Chemistry for Colleges*, published about eight years ago. The second edition differs from the first in that it has larger type and more prominent headlines for the topics and sections, a partial rearrangement of the subject-matter, and in that it introduces new topics. The transfer, for instance, of the greater part of the quite voluminous introduction of the first edition to later chapters in the second edition, where it has more meaning to the student, is a decided improvement in the book. Sections have been added on oxidation and reduction, methods of writing equations, on radio-activity and on electro-motive chemistry. The historical aspect of chemistry is also treated more fully. While the thread of thought running through the book has remained theoretical, sufficient attention is also given to the applications of chemistry in the various fields, so far as these can be of interest and value to the college Freshman. The writer has found the first edition a teachable book and is convinced that the second edition is even more so.

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*Studies Introductory to a Theory of Education.* By E. T. CAMPAGNAC. Cambridge: University Press, 1915. Pp. ix+133. \$0.90.

This book differs from American books on education in two respects. In the first place, it is written in an exquisite style. It is in a sense an essay in literature rather than a treatise on education. One feels that the author composed his sentences at leisure, and in a frame of mind which permitted him to

secure perfect harmony in his phrasing, and richness in his terminology and his figures. The author is professor of education in the University of Liverpool. The book reads as if it had been written in Oxford or Cambridge, or some other university more or less remote from the current of events. American writers on education do not appear to have leisure, even if they have the disposition, to present their facts and theories in such easy, graceful, and finely modeled English. This may be due in part to the tendency of American writers to deal with concrete data and problems, rather than with philosophic or idealistic conceptions of education.

This book differs from American books in another respect. It discusses aims and ideals rather than curricula, or methods of organization, or administration, or teaching. The author thinks the ideal of education should be the attainment of goodness; and educational organization, the code of the schools, and the work of the teachers should all be directed toward the attainment of this ideal. American writers would not differ with the author in regarding this as the highest aim of education, but they would not have the patience to discuss the matter. It is a long time since we have had in America a book on education which has been confined to such idealistic discussion as one finds in Professor Campagnac's book. We in this country are so much concerned with the remodeling of the curriculum, with the introduction of new branches of instruction, with the reorganization of our school systems, with the improvement of methods of instruction in the classroom, with provisions for meeting the needs of individual pupils—in brief, we are so conscious of the actual problems of teaching that we do not feel it worth while to discuss ideals. We take our ideals for granted. We assume that what we must do in the schools is to prepare our pupils for everyday living, and our books deal altogether with the practical questions of studies, methods, organization, and administration.

Professor Campagnac's book may be commended to those who enjoy fine writing on education. It will not assist an American teacher to solve any problem which now confronts him. But it will give him poise, and it will encourage reflection on the business of education. It will also please him for its artistic excellence.

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